

## **BEST PRACTICES\**

### **1. Title of the Practice: Students' Feedback as a part of evaluation**

### **2. The context that required the initiation of the practice: (100 to 120)**

In participative management, the important stakeholders i.e., students play an important role. With the idea that they can come out with impartial judgement on all the aspects of the institution, including the teaching, learning process, the IQAC has decided to educate the students on the importance of feedback and involve them in the process, so that they can become valuable partners in the development of the Institution. They are the right persons to know about their requirements for their all-round development. With this goal in mind, the institution developed its own system of inviting feedback from the students following the guidelines of NAAC.

### **3. Objectives:**

- **To make them realize their potential in improving the status of the institution by being responsible students and by offering their suggestions on different things related to the institution by being partners.**
- To create confidence in the students that they have better knowledge than anybody else as they are involved in everything related to the institution and naturally can prove themselves to be better judges by expressing their opinions through feedback.

### **4. The Practice (250-300)**

Student feedback and evaluation are key components of the Quality Enhancement Framework, a number of methods to obtain good quality feedback for use in reflective, developmental, performance and reward processes are used. Methods of obtaining student feedback may be formal or informal, structured, semi-structured or unstructured. They include surveys, minute papers, focus groups and student consultations. IQAC devises students' Feedback format which elicits information from the students on academic, administrative, extracurricular, co-curricular activities, infrastructural facilities, teaching learning process etc., this feedback provides an opportunity for the students to give their observations and suggestions for further development and better result. Students can mention the strengths and weaknesses of the Departments as provided in the Feedback format. The students provide suggestions for development of the college. Teacher wise specific impression is given by the students on objective basis. It can touch any aspect like Curriculum, Class Room Interaction, Laboratory, Examination- external and internal, Library, College office; Canteen, Common Room and Sanitary system. Effective feedback contributes to improving development policies, programmes

and practices by providing policymakers with the relevant evaluation information for making informed decisions. To ensure that *students* enjoy high quality learning experience , to put forth the need for continual improvement in *teaching , learning process, to revise the curriculum whenever necessary as per the local needs of the students, to rectify the lapses*, Students feedback is analyzed and measures are taken to follow the suggestions of the students. Students' feedback is taken at regular intervals on the performance of the student, who presents a paper in the student seminar is taken. It is hoped that the culture of collecting feedback from students develop their rational thinking skills, leadership qualities and sense of satisfaction with the feeling of taking part in the academic and administrative aspects.

### **5.Evidence of Success:**

After receiving the feedback forms, they are sent to IQAC for analysis. As all the lecturers in charge of the departments are members of the IQAC headed by the Principal, all of them take active part in analysing and taking follow up action. The strengths and weakness of the departments, the problems that the students face and the suggestion they have made are recorded, discussed, analysed and decisions are taken in that direction. Accordingly, IQAC takes measures and strategies for quality assurance and enhancements. When students requested the authorities to offer a Certificate Course in 'Spoken English' and Diploma in 'Communication Skills' free of cost. it is accepted.

Their suggestions on minor issues like cleaning the washrooms twice a day are accepted. Arrangements are made to that effect. Similarly, a teacher is advised to teach at a slow pace so that all students can follow him.. Thus the system of feedback has proved to be largely successful. This, we think, is a sound technique to prepare the balance sheet of the institution.

### **6.Obstacles faced if any and strategies adopted to overcome them (150 – 200 words)**

Initially, the students failed to understand the rationale behind filling up the feedback form. Their fear that staff members may not like, if they express their true feelings regarding their teaching or facilities or whatever and it may anger them, which in turn may result in negative marking in the internals, they were reluctant and hesitant to fill up properly the feedback form. This is the problem we encountered early. Having understand the problem, IQAC contacted the mentors to talk to their mentees and explain the inns and outs of the project. Once the students have understood the positive side of the project, there is some change in the students. The Principal and other teaching staff took attempts to apprise the students the rationale behind filling up the feedback form. Still, there was fear and so they were advised to respond to the feedback form without mentioning his/ her name. If anyone feels hesitant still, he/she can drop suggestions / opinions in the Box. Also, the college administration made it compulsory for the students to fill up the feedback forms. Soon after finishing the examinations, feedback from the outgoing students is taken.

## **7. Impact of the practice (100 – 120 words)**

The feedback has given more strength to the institution to overcome the impact of threats. The students, feedback have helped the institution in evolving the appropriate strategy for quality education. Feedback of the students received by the staff guardian is sent to the Convener, who in turn sorts out the issues to be solved by the Principal/ management. As far as possible, suggestions offered by the students are taken care of. Coordination among all the immediate stakeholders has resulted in successful functioning of the institution.

## **8. Resources Required :**

As the human resources needed in this project are teaching and non- -teaching staff , no resources are required. Financial resource required is the amount to be spent on the stationery, which is not a problem.

## **PRACTICE—2**

### **1. Title of the Practice : Staff Guardianship**

### **2. The context that required the initiation of the practice (100)**

On finding students to be indisciplined and carried away by wrong influences, which mar their lives and turn them into irresponsible citizens,, this practice is thought of. Without the guidance of staff, students move like rudderless boat on the ocean of life. They need guidance at every stage in almost everything. Moreover most of the students of our college are from uneducated families and there is no one to guide them properly so that the objective of our college, to send out of its portals responsible citizens cannot be achieved unless teachers take initiative to guide the students in all aspects. So the IQAC of this college has decided to strengthen staff guardianship to the advantage of the students.

### **3. Objectives:**

To establish close rapport with the mentees and guide them in every way. To take care of them as the second parents

To make the students feel that they are their friends, guides and philosophers.

To treat them as though they are their own children and offer academic, and personal guidance.

To make the students understand that their only job is to acquire knowledge needed to lead a good life.

To make the students understand that their only job is to acquire knowledge needed to lead a good life.

As one of the objectives of our institution is to mould the youth into useful, selfless citizens, who are assets to our nation, it is hoped to make them grow into real human beings.

#### **4. The Practice**

This practice needs coordination among staff members and Staff Guardian Committee. Depending on the strength of the students and staff, usually 25 to 30 wards are allotted to a staff guardian. Officially one staff guardian class is conducted every month and the feedback is passed on to the Convener, which will in turn be passed on to different sectors for action to be initiated. Same wards remain with the guardian for three full years so that rapport and intimacy are established between the two.

Teacher's responsibility towards students does not cease with just academic enrichment. A good teacher establishes contact with the students and connects with his/her pupils and reach them on multiple levels. By forging strong relationships, teachers are able to affect virtually every aspect of their students' lives, teaching them the important life lessons that will help them succeed beyond term papers and standardized tests. In short, he comes closer to the wards more than their parents and friends. He should make the student feel that he can talk to him anytime on anything. He comes out with his/her personal problems, seeks his advice and sometime monetary help too. This practice is beneficial in both the ways as the teacher gets a sense of satisfaction with the feeling that he has guided the lives of a people. His happiness knows no bounds, if his wards achieve success in career and life. As they know the ins and outs of their wards, guardians can assess the problems they face and help them in sorting them out.

The wards unravel their hearts before the guardians on academic problems. The guardian helps them in his own way and requests the IQAC to see that special classes are arranged for them.

#### **5. Obstacles faced if any and strategies adopted to overcome them**

Inability on the part of the students to open themselves before their mentors in the initial stages with the fear that he/she may pass on his comments on a particular lecturer, which may result in prejudice. Reluctance on their part to establish contact with the mentor outside the classroom, due to some inhibitions. Unwillingness to share personal matters with the mentor; hesitation to come close to an elderly person that too to a teacher; diffidence to meet him out of the classrooms; hesitance to part with him his personal problems are some of the obstacles faced the beginning. Feeling the pulse of such students, the mentors tackled them in a different way, by talking to them in a friendly way, by moving with them, by creating scope for them to meet him often, he sees that ice was broken. A good teacher is always respected and loved by the students. Once they realize that the mentor is their well wisher and helps them to the maximum extent, the bond between the mentor and mentee has become stronger.

#### **6. Impact of the practice**

This practice has yielded very good result. All the mentors have begun to follow the example of the successful mentor. Majority of the problems are solved by the mentors as they take steps to see that the information reached the people, concerned. As far as possible, the inconveniences

that the students face are set right at the earliest .In certain issues, the drawbacks are rectified, provisions are made as per their request, and the suggestions offered by the students are taken cognizance of. The importance attached to them, the response of the higher ups to their problems created an atmosphere congenial to everybody.

### **7. Resources required :**

As offering guidance to students is the responsibility of students, no extra resources are needed for this practice except the commitment of teachers.

\*\*\*\*\*